

## CONTENT AREA: Writing

### GRADE LEVEL: 10

#### Standard Descriptions:

The grade 10 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Blue: Standards 1 through 3 (TEST WINDOW 1)

Yellow: Standards 4 through 6 (TEST WINDOW 2)

Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade Level/ Content Area	Alternate K-PREP Aligned to KCAS for Writing	KCAS Standard
HS Writing Grade 10	<b>W-HS-10.1</b> Communicate real experiences by engaging and orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally and logically using dialogue, description and pacing with precise words and phrases, using descriptive	<b>(Wri.3)</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a



	<p>details, sensory language, a variety of transition words and phrases to create a coherent whole and capture the action, and provide a reasonable conclusion and reflect on the experience.</p>	<p>smooth progression of experiences or events. (b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
	<p><b>W-HS-10.2</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task and purpose.</p>	<p><b>(Wri.4)</b></p> <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>
	<p><b>W-HS-10.3</b></p> <p>Develop writing as needed by planning, revising, editing, rewriting, and focusing on what is significant for a specific purpose and audience.</p>	<p><b>(Wri.5)</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
	<p><b>W-HS-10.4</b></p> <p>Use technology, including the Internet, to produce, publish, and update writing products and to display information.</p>	<p><b>(Wri.6)</b></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
	<p><b>W-HS-10.5</b></p> <p>Gather relevant information from multiple print and</p>	<p><b>(Wri.8)</b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using</p>



	digital sources; assess the usefulness and credibility of each source in answering the research question; integrate information selectively to maintain flow of ideas.	advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	<b>W-HS-10.6</b>  Conduct short research projects or solve a problem, demonstrating understanding of the subject under investigation.	<b>(Wri.7)</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.